Impact of Conscientiousness on the Creativity and Academic Stress of Secondary Stage Students

Synopsis

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Submitted by

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1.0 INTRODUCTION

Adolescence is a period when personality changes occur that affect intellectual, emotional, social, and developmental outcomes. Personality can be characterized as a collection of characteristics that mould a person's inner and outer self and create a particular behavioral pattern. A person's persona is shaped, among other things, by their character, behavior, attitude, and environment. It fosters self-assurance, boosts self- worth, and influences one's communication abilities (Gosala, 2019). Hayat, Kohoulat, Amini & Faghihi (2020) found that Academic success among students was significantly influenced by personality factors like conscientiousness, openness, and agreeableness.

The Five-Factor Model is the most widely used framework for personality traits. This model contains the five broad attributes Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. This Model of personality trait, also known as CANOE Model, OCEAN Model, Big Five Taxonomy and Five Factor Theory, was initiated by D. W. Fiske in 1949 and later explored and expanded upon by other researchers including Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987). It provides a more detailed examination of a person's personality, each of the Big Five's key characteristics can be broken down into dimensions.

Openness: Openness pertains to the range of interests that attract an individual and the extent to which those interests are pursued

Conscientiousness: Conscientiousness concerns purposeful, goal-oriented behavior.

Extraversion: Extraversion relates to an individual's comfort level in making social relationships.

Agreeableness: Agreeableness reflects a person's general approach to interpersonal interactions

Neuroticism: Neuroticism gauges a person's susceptibility to negative emotions and anxiety.

Among all dimensions of Big five Personality, Conscientiousness is trait that accounts for individual variations in "socially prescribed impulse control that facilitates task and goal-directed behaviour, such as thinking before acting, delaying gratification, adhering to norms and rules, and planning, organizing, and prioritizing tasks" (John, Naumann, & Soto, 2008). An individual who is conscientious is able to apply self- control and discipline in order to seek and finally accomplish their goals. The ability to delay instant gratification, be organized, and be resolute are all traits of high conscientiousness that help people lead more successful lives (Gordon, 2022).

1.1 CONSCIENTIOUSNESS AND ITS DIMENSIONS

The term Conscientiousness is well-known among researchers due to its presence in the Big Five classification of personality traits (OCEAN Model). John (1990) points out that the mnemonic "OCEAN" is a good way to memorize the five components viz. Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. A model that identifies stable and broad individual differences in thoughts, feelings, and behaviors. Typically, individuals with high conscientiousness demonstrate strong impulse control, which enables them to pursue goal-directed and responsible behavior. They are also inclined to delay gratification, plan for the future, and follow societal norms and rules (Turiano, 2020). Conscientious individuals are typically perceived as efficient, organized, and dependable. Estimates of heritability indicate that approximately 50% of conscientiousness development is due to genetic factors, with the other 50% largely shaped by environmental interactions (Krueger and Johnson, 2008).

Numerous attempts have been undertaken to systematically organize the concept of conscientiousness. Hough (1992) proposed that conscientiousness can be categorized into two distinct areas: achievement and dependability. Achievement involves diligence and the ability to tackle challenges, while dependability reflects an interpersonal aspect of conscientiousness, demonstrated through traits such as responsibility and dutifulness. Hofstee, De Raad, and Goldberg (1992) discovered that conscientiousness consists of four distinct facets: orderliness, industriousness, responsibility, and decisiveness. According to Goldberg (1992), the primary characteristics of conscientiousness are organization, dependability, order, cleanliness, precision, practicality, efficiency, and accuracy as opposed to inefficiency, disorganization, disorder, and impracticality. Mount and Barrick (1995) described conscientiousness as a combination of the desire to be trustworthy, reliable, achievement and preservation-oriented. It shows, they are conscious of how their actions affect people around them. McCrae and Costa have developed the NEO-PI in 1991 to measure this structure. The McCrae and Costa approach's identification of six particular aspects that make up each of the Big Five components is one of its distinguishing features (Costa, McCrae, & Dye, 1991). The six facets of conscientiousness encompass competence, Order, Dutifulness, Achievement striving, Self-discipline and Deliberation (NEO-PI, 2010). Hough and Ones (2001) created a classification system for traits associated with

conscientiousness, such as achievement, dependability, impulse control, orderliness, moralistic behavior, and persistence.

The Concept of Conscientiousness has also gained familiarity due to its presence in the HEXACO model of Personality, which was developed by Kibeom Lee and Michael Ashton, a team of psychologists based in Canada, in early 2000s. HEXACO keeps the majority of the Big Five, but redefines some of the personality traits and adds a sixth. The factors that make up HEXACO are: Honest-humility, Emotionality (similar in a number of ways to neuroticism), Extraversion, Agreeableness, Conscientiousness and Openness to Experience. Today, several teams of personality researchers use both the five-factor model and HEXACO to identify individual differences.

Dimensions of Conscientiousness as per HEXACO model are Organization, Diligence, Perfectionism and Prudence (Lee & Ashton, 2004).

1. **Organization-** This dimension demonstrates a preference for organization and structure opposite to disorderliness and randomness.
2. **Diligence-** Diligence is representative of possessing self-discipline and an inherent drive (intrinsic motivation).
3. **Perfectionism-** It indicates a tendency toward striving for flawlessness/ perfectionism.
4. **Prudence**- It is a careful and cautious character and a strong presence of self-control.

High degrees of contemplation, strong impulse control, and behavior that is focused on reaching a goal are all characteristics of being conscientious. Conscientiousness is a broad component of personality that encompasses people's tendency to regulate their behavior in ways that are acceptable to other people (Roberts et al., 2009). The NEO PI-R and NEO-IPIP by Costa and McCrae and Goldberg are two of the numerous personality tests that evaluate these personality traits.

These models propose that conscientiousness does not indicate a distinct "type" of person but rather a continuous dimension of personality. Following are the dimensions/facets of Conscientiousness, selected from Big five Taxonomy and HEXACO Model for the present study:

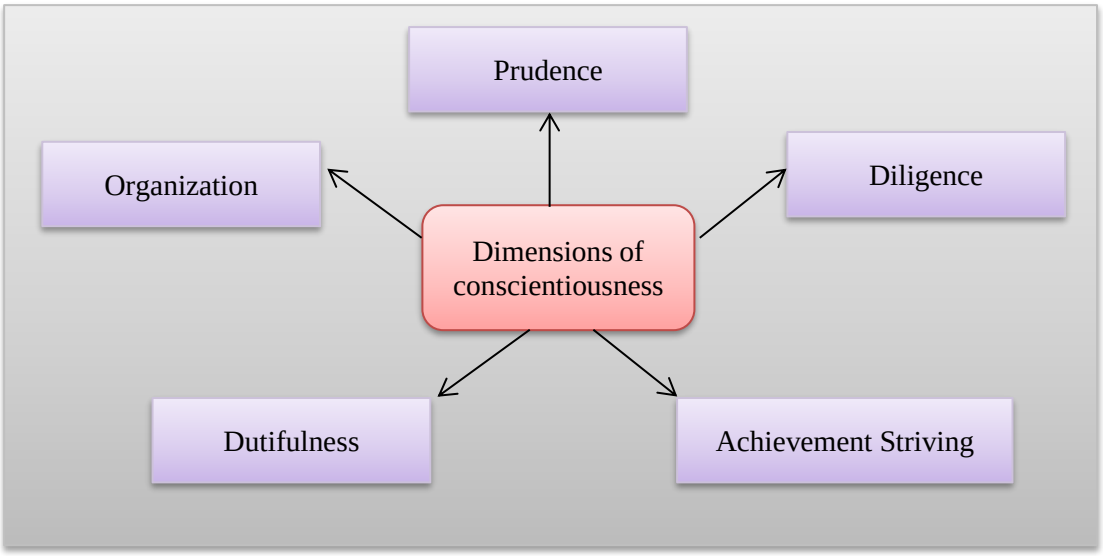

Fig. 1 Showing dimensions of conscientiousness

Low conscientiousness is characterized by laziness, lack of self-discipline, and lack of goal-drivenness, whereas high conscientiousness is characterized by ambition, hard effort, competence, and organization. A higher level of conscientiousness results in improved health, professional and academic performance, and life pleasure (Singh and Bala, 2020). Therefore, those with high conscientiousness strive to be self- disciplined, orderly, purposeful, think before acting, are goal-directed, and adhere to socially acceptable rules and norms, while those with low conscientiousness strive to be more poorly organized, undisciplined, spontaneous, sloppy, inconsistent, and careless. It has repeatedly been linked to favorable results in a variety of areas, such as interpersonal relationships, work performance, and academic success (Roberts et al., 2007; Barrick et al., 2009). Conscientiousness is the personality domain most strongly associated with academic performance (Kim, Poropat, & Maccann, 2016) that is why it is importance to consider conscientiousness of student for academic excellence and a discipline life.

1.2 CREATIVITY

The word ‘Create’ has originated from the Sanskrit word ‘kre’ which means ‘to make’. The term “create” has several different connotations, including, ‘the ability to produce’, ‘can build’, ‘can give rise to’ and ‘can form out of nothing’. The meaning of creativity varies widely, perhaps to the majority of people it means the ability to create something, yet for others, it refers to a psychological process that results in the creation of original and useful items.

According to Passi (1973), Creativity is a multidimensional quality that is variably distributed across

people and the main components of creativity include problem-solving skills, fluency, adaptability, originality, inquisitiveness, and persistence.

Creativity is the tendency to come up with or identify concepts, options, or possibilities that may be helpful in resolving issues, interacting with people, and amusing oneself and others (Franken,1994). According to Runco (2007), Creativity is a uniquely human trait that reflects our ability to adapt to changing circumstances, and our effective cognitive abilities to combine and improve upon ideas to which we are exposed. According to Vernon (1989), the meaning of creativity is the ability to develop new or unique ideas, insights, restructurings, innovations, or creative products that are recognized by specialists as having scientific, aesthetic, social, or technical worth.

Torrance (1965) define creativity in terms of a process. According to his definition, the creative process entails becoming aware of the issues, shortcomings, knowledge gaps, missing components etc.; recognizing the challenge; seeking solutions; making educated guesses or developing hypotheses about the deficiencies; testing these hypotheses; possibly revising and retesting them; and finally communicating the results. It was noted that creative thought might appear in a variety of ways, but predominantly in linguistic and figurative forms.

A person's techniques of expressing whatever creativity he or she may possess are referred to as their creative abilities. They may be used for a range of activities since they are rather broad. They are not connected to any specific disciplines or topic areas.

Four primary parts of Creativity have been determined, as shown in the following list:

1. **Fluency-** It is the capacity to read quickly, accurately, and with proper expression.
2. **Flexibility-** It includes the variety of principles, tactics, and techniques applied to a task or change in response.
3. **Originality-** The capacity to generate original, unique, or distinctive ideas.
4. **Elaboration-** It can be described as "expanding on" or adding specifics to an idea. It entails expanding an idea by adding details to strengthen the initial straightforward notion. By adding complexity and detail, elaboration improves concepts and things (Torrence,1965).

Creativity plays an important role in development of various personality traits. Numerous personality traits, including humor, compassion, wellbeing, and a better mood, are linked to creativity (Liu & Ye,

2015).

It is believed that person who is creative, is tends to have higher Intelligence. Additionally, creative people typically perform better on standardized tests of IQ (Batey,Furnham, & Safiullina, 2010). Studies indicate that creativity has the potential to positively impact mental well-being and foster the development of essential abilities like empathy and self-reflection. Creativity is essential for social-emotional learning (Perach & Wisman, 2016). Nami, Marsooli & Ashouri (2013) stated the higher the levels of creativity of students the higher will be their academic achievement. In the similar way creativity skill of students helps to develop the problem-solving ability, self-esteem, stimulates imagination skills etc. that leads to overall development of the student's personality and Academic Performance. Furthermore, creativity cultivates curiosity and a passion for learning, making the educational process enjoyable and motivating students to explore new subjects and seek knowledge beyond the confines of the classroom.

1.3 ACADEMIC STRESS

The modern era, which is supposedly an era of success, is also an era of stress. Stress may be found anywhere, whether it be in a family, school, workplace, or other social or economic setting. It results from demands placed on a person and that person's incapacity to satisfy those obligations. Students undergo increasing amounts of pressure since they have to compete in this quick-paced environment at every stage of their academic life. According to Baumel (2000) Academic stress may occur because people have high expectations for their own ability to succeed academically, formed by friends, teachers, and parents.

Academic stress refers to psychological strain experienced by students due to the outcomes of their educational endeavors, encompassing factors like family dynamics, peer associations, teachers' interactions, and academics performance (Subramani & Venkatachalam, 2019).

Bisht (2005) describes Academic stress as the way in which a person perceives and deals with academic events, it expresses subjective distress or interpersonal perceptual reactions, and it is made up of the elements of frustration, conflicts, pressure and anxiety. Another way of understanding Academic stress is, it is a result of demanding academic settings and workloads that are too much for a person to handle at a point of time (Kadapatti & Vijayalaxmi, 2012). Furthermore, Academic stress is

a state of discomfort and anxiety brought on by a person's inability to balance the expectations placed on them in educational settings (Sarafino & Smith, 2014).

Several elements of Academic stress were grouped into two categories by Sarafino and Smith (2014):

I. Biological Stress- According to this, the body's response to stress appears in humans as physiological symptoms including headaches, an accelerated heartbeat, and shaky legs.

a) Psychosocial Stress- Cognitive psychosocial- It responses to stress include difficulty concentrating, forgetfulness, a sense of being useless, confusion, desperation, negative thinking, diminished accomplishment, a sense of not enjoying life, and difficulty making decisions.

b) Emotional psychosocial- It is an emotional response that displays anxiety and discomfort physically or psychologically is referred to as emotional psychosocial.

c) Psychosocial behavior- It refers to the way an individual behaves both with other people and with their social environment, such as becoming more selective about whom they choose to be around them or what kind of environment they are in, as well as becoming less sociable and hostile to their surroundings and lacking empathy for other people's situations.

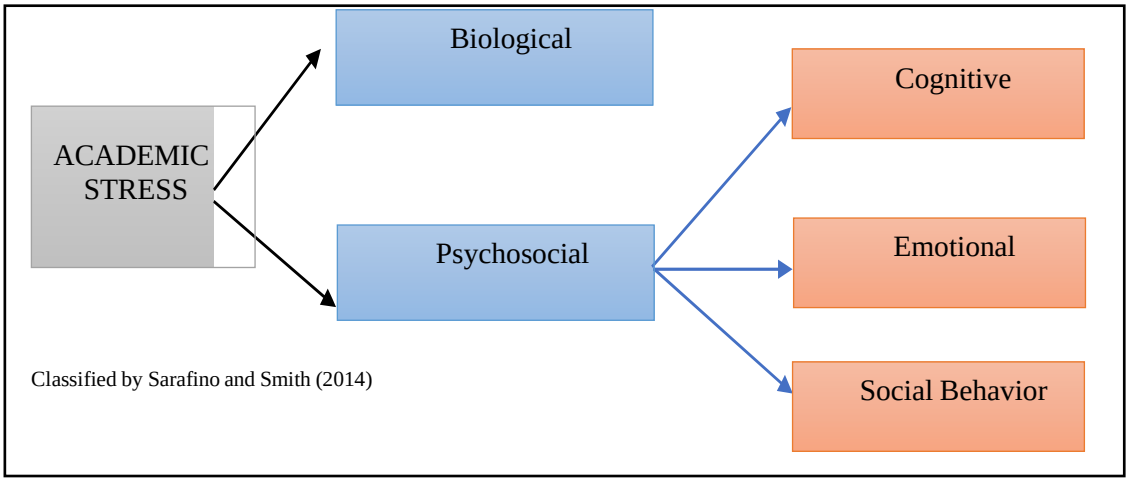

Fig. 2 Showing Components of Academic stress

Numerous adolescents in India are directed to hospital psychiatric departments due to distress related to school. They display signs of depression, intense anxiety, frequent avoidance of school, phobias, physical issues, moodiness, bouts of crying, and diminished enthusiasm for school-related tasks (Verma, Sharma &Larson, 2002). Understanding academic stress empowers students, parents, and educators to adopt effective stress management techniques and coping strategies. Examining academic

stress is essential for establishing an educational system that is well-informed, empathetic, and efficient, placing the well- being of students at the forefront. This endeavor equips students with the necessary skills and resources to effectively navigate obstacles and excel in their educational journey.

2.0 EMERGENCE AND JUSTIFICATION OF THE STUDY

As we all know, education is a crucial aspect of a person's life. It enlightens a person's mind and thinking and is the secret to future success and having numerous opportunities in life. Education enables people to think, feel, and act in a way that supports their success and raises both their level of personal happiness and that of their community. Education develops human personality, thoughts, dealing with others and prepares people for life experiences (Shuaibi, 2014). Students should develop an advanced combination of abilities and attributes that go well beyond competence in fundamental academic areas in order to succeed in today's fast changing global economy. Pellegrino and Hilton (2012), mentioned in an article 'Education for life and work: Developing transferable knowledge and skills in the 21st century' that children must, acquire both cognitive and non-cognitive abilities i.e. the "21st-century skills" that promote academic and other achievements. According to National Research Council, Conscientiousness covers a variety of skills that are pertinent in the 21th century. These skills encompass grit, characterized as "persistent dedication and passion for enduring goals", self-regulation, denoting "the aptitude for setting and accomplishing one's ambition", and self-direction, which entails the capacity to work autonomously while proficiently managing goals and time. (Pellegrino & Hilton, 2012; Partnership for 21st Century Skills, 2009)

A student should be conscientious enough to perform excellence in his field. Conscientious people tend to work diligently to achieve the goals they've set for their future (Gordon, 2022). High effort is also connected to being conscientious (Noftle & Robins, 2007), increased motivation for learning (Colquitt & Simmering, 1998), greater perception of ability (Noftle & Robins, 2007), and learning orientations for success (Chamorro- Premuzic, Furnham, & Lewis, 2007). Conscientiousness plays an important role for students to success in academics. In research exploring the connection between personality traits and academic success, academic achievement is typically measured primarily through students' grades (Vedel & Poropat, 2020). Of the Big Five personality traits, only conscientiousness has consistently been associated with academic achievement (O'Connor &

Paunonen, 2007). According to developmental psychologists, adolescent learners develop their capacity to set objectives, exercise self- control, and assess whether they are successful or unsuccessful learners (Farrington et al., 2012). The Indian school education system emphasizes textbooks, encouraging students to memorize lessons through rote learning and requiring long hours of daily systematic study, this leads to a 'marks-driven' approach, where students may prioritize scoring well in exams over actual learning, leading to stress and a lack of focus on understanding concepts. An online article of Time of India (2022), reported that approximately 63.5% of Indian students experience stress as a result of academic pressure. The research conducted in 2015 indicates that around 66% of these students feel pressured by their parents to achieve higher academic performance.

A study conducted by Ghoshal and Banerjee (2021), indicated that personality trait, Conscientiousness is positively correlated with Academic stress, that means the more conscientious the person, more will be the academic stress. When students are overly stressed, their ability to concentrate, retain information, and learn effectively can be compromised. It is necessary to reduce academic stress, to allow students to engage in a more positive and enriching learning experience and to focus on their overall growth and well-being.

One other aspect of Human personality is creativity which is very essential for students to excel in the field of education. Creativity is the key and base of progress and a barrier for a dependency of a dynamic community (Baghban, Tavakooli, & Tajrobehkar, 2020) and is a pathway to the bright future. Sternberg (2001) argues that creativity is a combination of the power of initiative, flexibility, and sensitivity to theories that enable one to think about a productive outcome that results in the personal consent and satisfaction of others. However, many researchers have reached a comprehensive and single definition of creativity. Accordingly, they define creativity as generation of new and useful ideas or solutions.

Many researchers have found interesting interactions between Conscientiousness and creativity. King, Walker and Broyles (1996), examined the relations among the five-factor model of personality, creative ability, and creative accomplishment, it was found that among other five personality traits, conscientiousness was negatively related to creative abilities and positively related to heightened accomplishment. Creativity and Conscientiousness are not positively related. It is understandable since

creative individuals often depend on spontaneity, which is not a prominent characteristic of conscientiousness. Creative people must think innovatively and challenge conventional norms rather than strictly adhering to instructions (Mars, 2018).

By going through various studies of Conscientiousness it has been observed by the researcher, that Conscientiousness plays a significant role in a students' life, as it helps them stay organized, focused and disciplined in their studies. It leads to better time management, consistent efforts, and higher academic achievement. Additionally, it fosters responsible behavior, accountability, and a strong work ethic, which are crucial skills for success both in education and future endeavors.

Numerous studies were found where relations of different variables were studied with Conscientiousness like Academic achievement, Job satisfaction, Procrastination, Job performance self-efficacy etc. An important point that was observed by the researcher in some studies (King, Walker and Broyles, 1996), Conscientiousness despite being, strongly associated withs performance is negatively associated with creativity (which cultivates curiosity and a passion for learning).

Researcher also observed that majority of the studies related to Conscientiousness were international, rare or no study was found at national level. This gives an urge to researcher to further explore this personality trait and its dimension and their impact on creativity, and academic stress, to clarify those findings of previous researches, that will work as a base for development of various interventions for improving conscientiousness and development of stress management technique to reduce academic stress and retain the level of conscientiousness.

3.0 RESEARCH QUESTIONS

The present research tries to explore the following questions:

1. What will be the impact of Conscientiousness on the Creativity of students?
2. How will Conscientiousness impact the Academic Stress of students?
3. Will there be the impact of the Sub- Dimensions of Conscientiousness on the Creativity of students?
4. Will there be an impact of the Sub-Dimensions of Conscientiousness on the Academic Stress of students?

4.0 STATEMENT OF THE PROBLEM

In order to find out the answers to the above-mentioned research questions, the following problem has been formulated:

"To Study the Impact of Conscientiousness on the Creativity and Academic Stress of Secondary Stage Students"

5.0 DEFINITION OF THE KEY TERMS

5.1 CONSCIENTIOUSNESS

Roberts, Jackson, Fayard, Edmonds, & Meints (2009) define Conscientiousness as individual differences in the propensity to follow socially prescribed norms for impulse control, to be goal-directed, planful, able to delay gratification, and to follow norms and rules.

Operational Definition

In the present study Conscientiousness is a personality trait that includes Self-discipline/Diligence, Prudence, Organization, Dutifulness, and Achievement Striving which helps individuals to excel in different fields of life.

5.1.0 Definitions of the Dimensions of Conscientiousness

5.1.1 PRUDENCE

According to Abdulrahman (2001) Prudence is the quality or characteristic of individuals who tend to give careful responses and identify alternatives available to solve problems.

According to Oxford Dictionary (2023) Prudence is a sensible and cautious attitude when making judgments and decisions; behavior that avoids unnecessary risks.

Operational Definition

In the present study Prudence is the practical skills of seeing things clearly, using logic to evaluate them, and recognizing what's right, and making decisions that lead to good outcomes for people.

5.1.2 DILIGENCE

According to Merriam Webster (2021) Diligence is a consistent enthusiastic effort, as well as dedicated and thorough work towards achieving a goal.

The Oxford English Dictionary (2023) defines "diligence" as the steady and detailed application of effort. In legal terms, it signifies the required measures a person must take to avoid committing a tort

or offense.

Operational Definition

In the present study Diligence is the dedicated and persistent effort exerted towards accomplishing tasks, characterized by thoroughness, focus, and determined commitment for achieving goals.

5.1.3 DUTIFULNESS

Jackson et.al., (2010) define Dutifulness as an inclination to adhere to societal norms regarding impulse regulation, being purposeful, capable of planning, delaying gratification, and conforming to established norms and regulations.

John P. Campbell (2018) defines “dutifulness” as a strong sense of responsibility and commitment to fulfilling one's obligations with care and diligence.

Operational Definition

In present study Dutifulness can be defined as consistently fulfilling obligations, tasks, or roles. This may include behaviors such as promptly completing assigned tasks, following through on commitments, showing respect for authority figures, and demonstrating a willingness to contribute to the well-being of others.

5.1.4 ACHIEVMENT STRIVING

Locke and Latham (2002) describe achievement striving as the degree to which individuals are motivated to accomplish particular objectives. They underscore that setting ambitious and well-defined goals plays a critical role in fostering this motivation.

Operational Definition

In present study, Achievement striving means working hard to reach difficult goals, staying determined even when things get tough, continuous self-improvement, and always looking for ways to improve oneself.

5.1.4 ORGANIZATION

As per Oxford Dictionary (2010), organization refers to the characteristic of being structured in a tidy, meticulous, and coherent manner.

Operational Definition

In the present study, organization i**s** defined as the systematic arrangement and management of tasks,

and time to maximize efficiency and productivity. It includes maintaining a tidy and clutter-free environment, creating and following to-do lists or task schedules, breaking down larger tasks into smaller, manageable steps etc.

5.2 CREATIVITY

Olatoye, Akintunde & Ogunsanya (2010) define Creativity as the ability to make or bring to existence something new, whether a new solution to a problem, a new method or device or a new artistic object or form.

Operational Definition

In the present study Creativity is the cognitive ability, which reflects the individuals' tendency to generate new and original ideas. It is related to divergent thinking which refers to a way of thinking to solve problem by more than one approach. It includes problem-solving skills, fluency, adaptability, originality, inquisitiveness, and persistence.

5.3 ACADEMIC STRESS

Misra, Mackean, West, and Russo (2000) define Academic Stress as a students' psychological state resulting from continuous social and self-imposed pressure in a school environment that depletes the students' psychological reserves.

According to Wilks (2008) Academic stress is defined as the body's response to academic-related demands that exceed adaptive capabilities of students.

Operational Definition

In the present study, Academic stress refers to an increase in anxiety levels, negative emotional responses, and physical symptoms experience by students in response to the demand of academic responsibilities, including examinations, assignments, course work and performance standards.

6.0 OBJECTIVES OF THE STUDY

The present study will be conducted with the following objectives:

1. To investigate the level of Conscientiousness among Secondary stage students.
2. To study the impact of Conscientiousness on the Creativity of Secondary stage students.

2.1 To study the impact of Diligence on the Creativity of Secondary stage students.

2.2 To study the impact of Prudence on the Creativity of Secondary stage students.

2.3 To study the impact of Organization on the Creativity of Secondary stage students.

2.4 To study the impact of Dutifulness on the Creativity of Secondary stage students.

2.5 To study the impact of Achievement striving on the Creativity of Secondary stage students.

3. To study the impact of Conscientiousness on the Academic Stress of Secondary stage students.

3.1 To study the impact of Diligence on the Academic Stress of Secondary stage students.

3.2 To study the impact of Prudence on the Academic Stress of Secondary stage students.

3.3 To study the impact of Organization on the Academic Stress of Secondary stage students.

3.4 To study the impact of Dutifulness on the Academic Stress of Secondary stage students.

3.5 To study the impact of Achievement striving on the Academic Stress of Secondary stage students.

7.0 HYPOTHESES OF THE STUDY

In the present study, the following hypotheses will be tested:

H01- There will be no significant difference in the level of Conscientiousness of boys and girls studying at the secondary stage.

H02- There will be no significant impact of Conscientiousness on the Creativity of the Secondary stage students.

H03- There will be no significant impact of Diligence on the Creativity of the Secondary stage students.

H04- There will be no significant impact of Prudence on the Creativity of the Secondary stage students.

H05- There will be no significant impact of Organization on the Creativity of the Secondary stage students.

H06- There will be no significant impact of Dutifulness on the Creativity of the Secondary stage students.

H07- There will be no significant impact of Achievement Striving on the Creativity of the Secondary stage students.

H08- There will be no significant impact of Conscientiousness on Academic stress of the Secondary stage students.

H09- There will be no significant impact of Diligence on Academic stress of the Secondary stage students.

H010- There will be no significant impact of Prudence on Academic stress of the Secondary stage students.

H011-There will be no significant impact of Organization on Academic stress of the Secondary stage students.

H012-There will be no significant impact of Dutifulness on Academic stress of the Secondary stage students.

H013-There will be no significant impact of Achievement striving on Academic stress of the Secondary stage students.

8.0 VARIABLES OF THE STUDY

The following are the variables of the study:

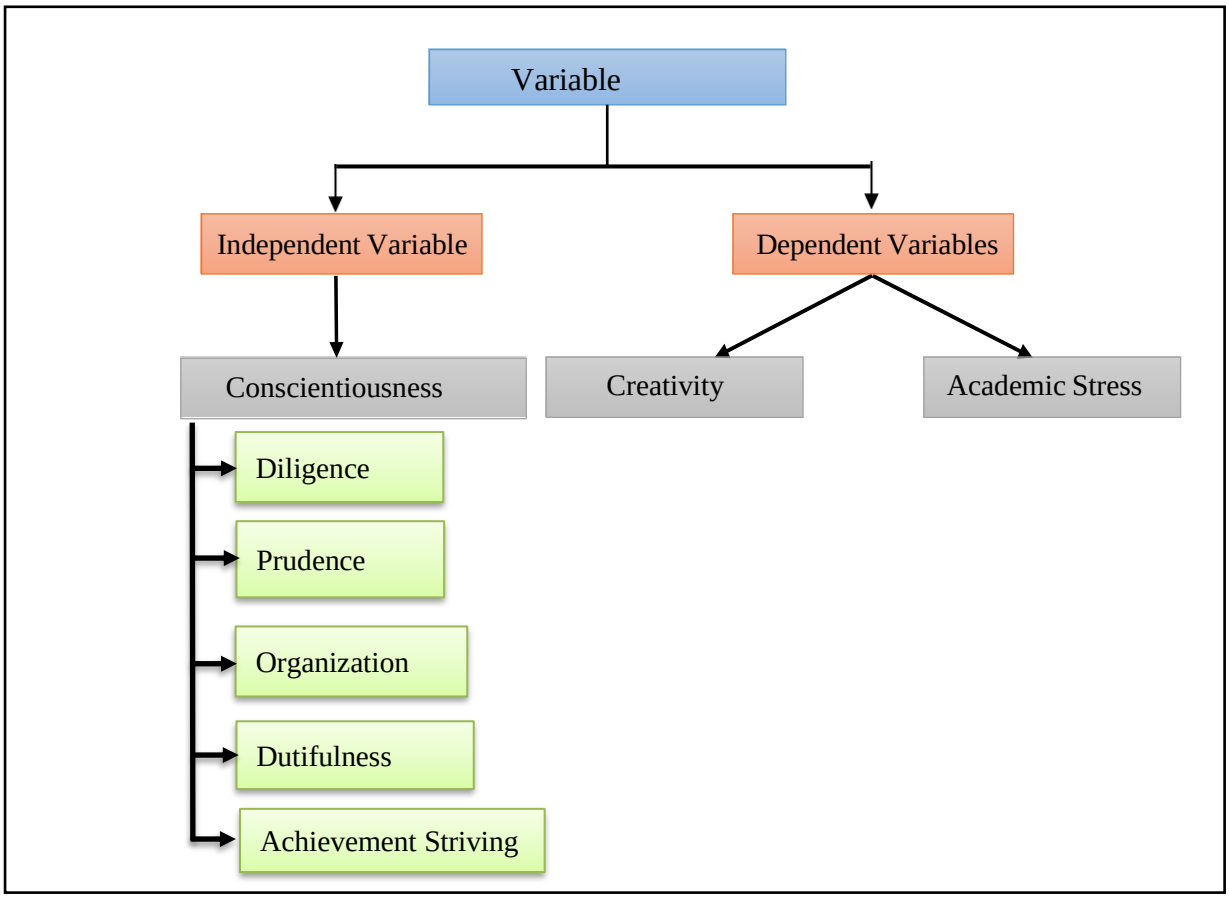

Fig. 3 Showing Variables of the study

1.0 DELIMITATION OF THE STUDY

The study will be delimited concerning the following points:

1. The study will be delimited to Agra city only.
2. The study will be confined to schools affiliated with U.P, C.B.S.E., & D.E.I. Board of Agra city.
3. The study will be delimited to only class XI of the secondary stage.

10.0 RESEARCH METHOD OF THE STUDY

The selection of the research method depends on the nature of the study and the objectives to be achieved. Keeping the nature of the research problem in mind, the Descriptive Survey Method will be used in the present study. This method is intended to gather detailed descriptions of existing phenomena in educational research. A survey is conducted at a specific moment to describe current conditions, establish benchmarks for comparison, or explore relationships between events (Cohen, Manion, & Morrison, 2019). Hence, to study its impact on the DVs (Creativity and Academic Stress), a test of Conscientiousness will first be administered. On the basis of scores obtained by two groups of participants- those with high and low Conscientiousness- will be identified. Thereafter, the corresponding scores of these two groups (high and low Conscientiousness) with respect to the DVs (Creativity and Academic Stress) will be identified. Finally the impact of Conscientiousness on Creativity and Academic Stress will be inferred by calculating the significance of difference between the means of both the groups of DVs.

11.0 SAMPLE OF THE STUDY

The population of the study will be Secondary Stage students from Agra city. The sample size will be 750 students from secondary schools affiliated to CBSE, U.P. and DEI Board.

First Phase Sampling: - Selection of the Institution: Selection of the schools will be done by purposive sampling method, including 3 different Boards from Agra City.

Second phase Sampling: - Selection of the Sample: An intact sampling method will be employed or selection of sample units. The sample will comprise 375 Girls and 375 Boys.

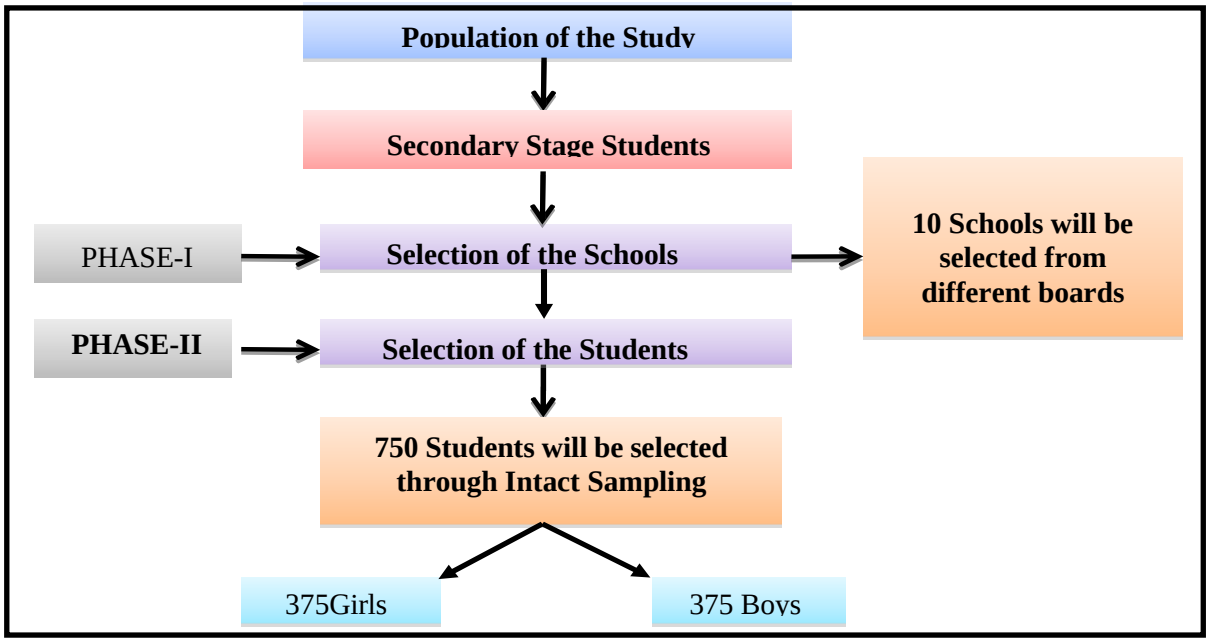

Fig. 4 Showing Sample Selection of the Sample

12.0 TOOLS OF THE STUDY

The following tools will be used for the present study:

1. Conscientiousness- Self Constructed tool will be used by researcher based on different tools of Big five taxonomy and HEXACO Model e.g., NEO-PI by McCrae and Costa (1991), IPIP-HEXACO Inventory by Asthon and lee (2009), and Big five Inventory (BFI-2) by Soto and John (2017).

2. Creativity- Passi tests of Creativity (2006) developed by B.K. Passi will be used to assess the creativity.

3. Academic Stress- Academic Stress Questionnaire (2013) developed by Md. Akram, Md. Khan and Baby will be used to measure Academic stress.

13.0 STATISTICAL TECHNIQUES

The following statistical techniques will be used for analyzing the data:

1. **Descriptive Statistics-** Mean, Standard Deviation, and Skewness and Kurtosis and other test of normalcy will be used to know the nature of data.

2. **Inferential Statistics-** t- test.

3. **Graphical Representation of Data**- Pie charts, bar diagrams, scattered diagrams, box plot, etc. will be used for presenting data and results in visual form.

14.0 RESEARCH PROCEDURE OF THE STUDY: OVERVIEW

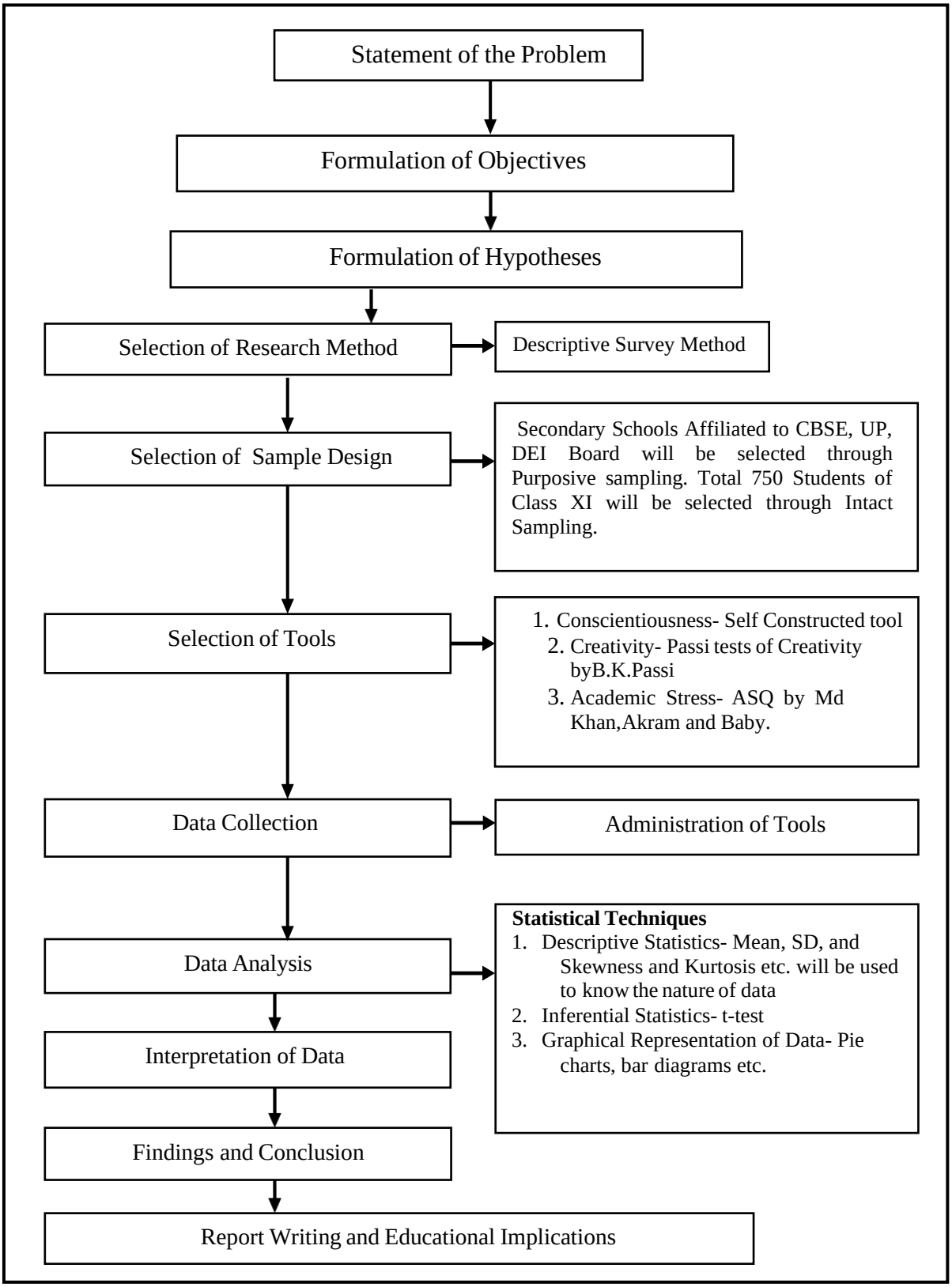
Statement of the Problem
Formulation of Objectives
Formulation of Hypotheses
Selection of Research Method
Descriptive Survey Method
Selection of Sample Design
Secondary Schools Affiliated to CBSE, UP, DEI Board will be selected through Purposive sampling. Total 750 Students of Class XI will be selected through Intact Sampling.
Selection of Tools
1. Conscientiousness- Self Constructed tool
2. Creativity- Passi tests of Creativity byB.K.Passi
3. Academic Stress- ASQ by Md Khan,Akram and Baby.
Data Collection
Administration of Tools
Data Analysis
Statistical Techniques
1. Descriptive Statistics- Mean, SD, and Skewness and Kurtosis etc. will be used to know the nature of data
2. Inferential Statistics- t-test
3. Graphical Representation of Data- Pie charts, bar diagrams etc.
Interpretation of Data
Findings and Conclusion
Report Writing and Educational Implications

Fig. 5 Procedure of the study

15.0 SIGNIFICANCE OF THE STUDY

Human personality influences various life outcomes, including scholastic accomplishment and professional success (Roberts, Kuncel, Shiner, Caspi, & Goldberg, 2007). Personality traits like Conscientiousness have the potential to influence multiple domains of students' lives, including Creativity etc. Creativity plays a vital role not only in artistic endeavors but also in addressing challenges and promoting innovation within academic environments. Exploring how it interacts with conscientiousness will reveal whether there exists a balance or collaboration between being conscientious (systematic, disciplined) and being creative (innovative, generating original ideas).

Understanding the impact of Conscientiousness on Creativity will help develop educational approaches, interventions, and programs that foster this important trait in students. It will inform the development of strategies to enhance Conscientiousness and its positive influence on students' lives.

The stress experienced by students in academics is a noteworthy concern that impacts their academic performance. Researching whether conscientiousness helps alleviate or worsen academic stress can guide the development of effective strategies for managing stress and supporting students. Conscientiousness is widely recognized for its ability to predict long-term academic success. By investigating its effects on secondary stage students, the study can illuminate how early interventions focusing on conscientious behaviors might result in continued academic achievement and reduce academic stress.

The study will help parents and educators offer suitable assistance to secondary stage students. By understanding the impact of conscientiousness on creativity and stress management, stakeholders will be able to create settings that promote constructive behaviors and positive attitudes towards learning.

Policymakers will be able to use the study's findings to shape educational policies focused on creating learning environments that foster creativity and manage academic stress effectively. This research will play a crucial role in improving educational practices and promoting comprehensive student development.

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